

Shinfield Infant and Nursery School Disability Equality Objectives and Plan

Introduction

This plan is drawn up to implement the Shinfield Infant and Nursery School's Planning Duty for Disabled Access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfES guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as the following

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'

Key Objective

To create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish a Disability Equality Plan.

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

Activities

The school will undertake to meet its key objective by developing three key areas:

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual achievements can be assessed
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice
- Continue to follow and endorse the key principles of the National Curriculum 2014 Framework

- Other strategies as appropriate

2. Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice
- Other strategies as appropriate

3. Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost
- Include parents and pupils in the choice of the most suitable media for the disabled child
- Other Strategies - Please list

Linked Policies

The plan will contribute to the review and revision of related school policies:

- School Development Plan
- Staff Code of Conduct
- Asset Management Plan
- Inclusion Policy
- Equal Opportunities Policy
- Curriculum Policies
- Other policies as relevant

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means -

- School Website
- School Leaflet
- School Local Offer
- Other methods as appropriate

Disability Equality Plan

Targets below are specific to Shinfield Infant and Nursery School.

Last updated: September 2019

To be reviewed annually

Disability Equality Plan 2019-21

Targets below are specific to **Shinfield Infant and Nursery School**

Targets	Strategies	How	When	Goals Achieved
Ensure compliance with DDA and Code of Practice	<ul style="list-style-type: none"> • Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan 	Staff Meeting Guidance Notes Governors Meeting	Autumn 2019	School complies with DDA and COP Requirements
Increased involvement of parents of disabled	<ul style="list-style-type: none"> • Encourage parents to become governors 	Parent evenings Literature	Autumn 2019 –	Parents of disabled children feel able to

children in decision making	<ul style="list-style-type: none"> Parent drop-in sessions 	Promotion Governors Meeting	Summer 2021	express their views
Improved awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> Include as part of the application process Training 	Application process Open Days Staff Meetings	Autumn 2019 – Summer 2021	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> Training sessions in awareness and different disabilities Open discussion 	Staff Meetings Training Reviews Governors Meeting	Autumn 2019 – Summer 2021	A wide skill base is available
Share Best Practice	<ul style="list-style-type: none"> SENCO is part of a SEN Cluster Group Close liaison with linked Junior School and The Circle Trust SENCO to research ideas and schemes Local Offer on website 	Cluster group Staff Meetings Governors Meeting	Autumn 2019 – Summer 2021	Effective partnerships are maintained with other professionals and ideas disseminated
Improve range and availability of resources	<ul style="list-style-type: none"> Partnership with Junior School and The Circle Trust to share costs Make full use of resources from various sources 	Purchasing decisions	Autumn 2019 – Summer 2021	A wider range of resources are available to school
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> Use Jigsaw resources, Playground Buddies and School Council to involve pupils in discussions about disability 	School Council meetings Playground Buddy meetings Circle Time	Autumn 2019 – Summer 2021	Pupil questionnaire - Children with disabilities feel secure within their peer group.
Improve visual co-ordination of school	<ul style="list-style-type: none"> Where possible ensure that specific areas are correctly coloured, eg: disabled toilet, front step 	Purchasing decisions Staff meetings Literature Promotion	Autumn 2019 – Summer 2021	Visual coordination is improved.
Improve access to all ground floor teaching areas	<ul style="list-style-type: none"> Steps to Computing Room and Cherry classroom to be ramped to allow full access to these areas. 	Purchasing decisions	Autumn 2019 – Summer 2021	Most of ground floor teaching area is accessible to all children and parents

Review and Responsibilities

Date of Plan:	15th May 2019
Date of Review:	The plan runs for 3 years. Next review May 2020
Member of Staff Responsible:	Mrs Amanda Turner (Headteacher)
Governor(s)/Committee(s) Responsible:	Site and Buildings Committee SEN Governor Chris Young, Chair of Governors
This plan was drawn up by a working group comprising of:	Headteacher, SENCO, Chair of Governors, SEN Governor
The plan was approved by the governing body on:	15 th May 2019
The plan is available in alternative formats from the school office:	School website, e-mail, enlarged print and other formats as requested